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ABSTRACT

This publication for career counselors is an easy-to-use, practical guide to identifying useful websites, incorporating them into career planning services, and gaining awareness of ethical concerns. "Overview: Websites in Support of Career Planning" (JoAnn Harris-Bowlsby) describes four categories of career planning websites: assessment, database searches, information gathering, and communication. For each type, website capabilities and counselor/career development facilitator involvement are detailed. "Sample Websites" (Margaret Riley Dikel) identifies and describes specific websites, organized by the four categories. "Potential Problems and Ethical Concerns" (James P. Sampson, Jr.) discusses the following: the quality of resources and services offered on the Internet, individual readiness for Internet use, availability of user support when needed, credentials of resource and service providers, lack of counselor awareness of local conditions and events, confidentiality and user privacy, and equality of access to Internet-based career resources and services. "Models of Use of the Internet in Career Planning Services" (JoAnn Harris-Bowlsbey) addresses use of websites in conjunction with one-to-one counseling, group approaches, and computer-based career information and guidance systems. Appendixes include guidelines for Internet use for career information and planning services, standards for the ethical practice of counseling on the Web, and an index. (YLB)

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THE INTERNET:

A TOOL FOR CAREER PLANNING

FIRST EDITION

JOANN HARRIS-BOWLSBEY
MARGARET RILEY DIKEL
JAMES P. SAMPSON, JR.

A GUIDE TO USING THE INTERNET IN CAREER PLANNING

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FIRST EDITION

JOANN HARRIS-BOWLSBEY
MARGARET RILEY DIKEL
JAMES P. SAMPSON, JR.

NATIONAL CAREER DEVELOPMENT ASSOCIATION
COLUMBUS, OHIO

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was a pioneer in the development of computer-based career planning systems, beginning with the *Computerized Vocational Information System*. Following that, she has invested her career in the development and support of *DISCOVER* in its many versions as a part of her role as Executive Director of ACT's Educational Technology Center. She is the author of many articles and book chapters on the topic of the use of technology in career planning and is a frequent speaker on that topic. Other publications include a high school career planning curriculum with Donald Super titled *Guided Career Exploration*, a college-level curriculum with Ruth Lisansky titled *Take Hold of Your Future*, and a kit of materials for use by parents and their children titled *Realizing the Dream*. Dr. Harris-Bowlsbey is a former president of the National Career Development Association.

Margaret Riley Dikel

is a librarian and a recognized authority on the use of the Internet as an aid in career planning and transition. Her website, *The Riley Guide*, continues to be cited as the premier site for access to the Internet's career and employment opportunities. In 1996, at the request of the Public Library Association, Ms. Riley Dikel co-authored *The Guide to Internet Job Searching*. She is also author of many articles on the topic of the Internet in library and human resources journals as well as a bimonthly column in the *National Business Employment Weekly*. She frequently consults with private and government agencies and is a popular presenter at the career conferences in the United States and Canada.

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Similarly, members of the National Board for Certified Counselors (NBCC) WebCounseling Committee, chaired by Dr. John Bloom, are commended for their work in developing the NBCC *Standards for the Ethical Practice of WebCounseling*.

JoAnn Harris-Bowlsbey
Margaret Riley Dikel
James P. Sampson, Jr.

FOREWORD

To a profession as dependent upon information as the practice of career development, the advent of the Internet is a landmark event. The ability to obtain information of all types almost instantaneously, to efficiently communicate with individuals worldwide at a nominal cost, and to acquire new and diverse competencies has been significantly enhanced via the Internet. Perhaps most important, the Internet offers the potential for career counselors to better reach and serve clients.

A quick review of *The Internet: A Tool for Career Planning* will reinforce the rapid changes that are influencing the practice of career counseling. The potential that the Internet offers for enhancing client service is well illustrated in the models and case studies presented by JoAnn Harris-Bowlsbey. Margaret Riley Dikel provides an excellent overview of the websites that are most useful to career counselors. Despite the enormity of the Internet as a resource, we are well cautioned by James P. Sampson, Jr. about responsible and ethical use of the Internet in career counseling. The National Career Development Association and its members are truly grateful to the authors of *The Internet: A Tool for Career Planning*. This work is important to all who depend on career information and provide career guidance services.

Michael Shahnasarian
NCDA President, 1997-1998

PREFACE

The Internet continues to mushroom as a powerful source of information on every conceivable topic, including career assessment, career information, and job searching. The number of sites developed for career planning and job search purposes is increasing monthly at a strident pace. Career counselors and support personnel have an immediate need to know what kinds of sites are available, how to evaluate their quality, and how to incorporate this latest technological tool into their work.

This publication is meant to address these needs. By intention, the authors have not written about the theory or practice of career counseling or planning, but rather, have assumed that the readers are well informed on those matters. Similarly, there is no review of literature or references. The publication is meant to be an easy-to-use, practical guide to identifying useful websites, to incorporating them into career planning services, and to gaining awareness of ethical concerns.

CHAPTER 1

Overview: Websites in Support of Career Planning

JoAnn Harris-Bowlsbey

Access to data, whatever the source may be, is an essential ingredient of the career planning and decision-making process. Readers of this book are already knowledgeable of that process. For that reason the treatment here will be confined to a brief review of the individual's decision-making process when engaging in career planning and will focus on the role that data play in that process.

Figure 1 depicts a model that describes a planful process that individuals would optimally use each time a new career decision is needed. Note that there are six steps to the process, five of which are supported by accessing databases external to the individual. These databases contain organized, up-to-date data about occupations, educational opportunities, financial aids, and supportive services such as the opportunity to network with others making similar decisions. The databases may be accessed multiple times at different levels and from different steps of the decision-making process. As indicated by the graphic, the databases are absolutely central to the personal career decision-making process but are not in and of themselves sufficient. They are accessed when needed by the decider from specific steps, typically from Steps 2 - 6. Further, in this book authors are focusing on the availability of these databases on the Internet.

STEP ONE Become aware of need to decide

The first step of the process is to become aware that a career decision (defined here as the selection or change of an occupation or job setting) must be made. At first glance this may appear to be a superfluous or irrelevant step. Becoming aware of need to decide, either suddenly or as a process, is an important catalyst to the career decision-making process. Until Step 1 is achieved, users may not come to the Internet or at least may not optimally profit from its use. Note that this step is a process *internal* to the individual.

STEP TWO Learn about and/ or reevaluate self

Taking a new snapshot of the self is always essential prior to engaging in later steps of the decision-making process. A satisfying vocational choice is one which allows individuals to use their interests, use their abilities, and attain their values. Although

these are relatively stable aspects of the self over time, deciders should always begin the process with discovering, crystallizing, or reconfirming their perceptions of these self-attributes. Successful completion of this phase greatly facilitates the completion of ensuing steps.

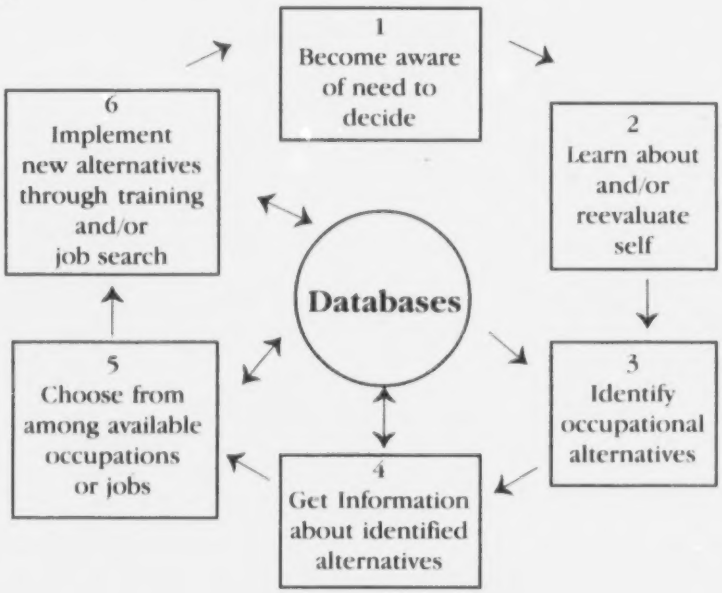

FIGURE 1: CAREER PLANNING PROCESS

STEP THREE Identify occupational alternatives

The self-assessment described in Step 2 should be conducted within a framework that facilitates the "transition" of self-information into occupational alternatives. In other words, there should be a system of bridging from an individual's interests, abilities, and identified values into the titles of occupations. The product of this step is a list of options for exploration. At this point the decider is ready to turn to *external* resources to support the decision-making process rather than to *internal* ones as in Steps 1 and 2.

STEP FOUR Get information about identified alternatives

In this step of the process the decider moves out of self to find data to inform the decision-making process. Note from the model that the decider draws from databases information which is needed to compare and contrast occupational alternatives, to place them in priority order, and ultimately to make a tentative choice.

STEP FIVE Choose from among available alternatives

In this step the decider processes the data acquired in Step 4 about each alternative with the interests, abilities, and values identified in Step 2. The decider is likely to begin this process by eliminating some occupations and then continue it by seeking more detailed data about those that remain. This step requires the acquisition of even more data from the databases and ultimately results in a tentative choice.

STEP SIX Implement new alternative(s)

Next, the deciders take the action steps required to get the training, financial support, and entry opportunities that facilitate this process. Extensive data may be required again to inform this step. Once accomplished, they are likely to remain in the occupation, school, or job until some new event or life transition creates a new awareness of need to decide and triggers the decision process again.

Hundreds of websites exist which can provide assistance for some part of the described career planning process. Some provide activities and data related to Step 2 (assessment), Steps 3 and 6 (using search methods to identify alternatives), and Step 4 (getting career information). In addition, there are websites and other Internet capabilities that can be used to promote communication and acquire human support to help with the decision making required at Step 5. This chapter will describe these four categories of Internet resources and provide suggestions to help career counselors and career facilitators use websites to support the career decision making of their clients. In Chapter 2, websites are organized by these same categories.

Assessment

Since the beginning of the career development and guidance movement, the profession has used assessment instruments to assist individuals to match personal traits with those of occupations. The Internet offers a few such instruments free of charge, and growth of assessment on the Internet is likely to provide more. The capability to download assessment inventories to a local workstation and to have them administered, scored, and interpreted for a fee is also becoming a reality.

When administered on the Internet, assessment may be characterized by the following:

- The quality of the research and development work may not meet professional standards, especially if there is no fee for the service to generate funds to support research and development.

- The instruments delivered via the Internet may not have been tested for delivery in that mode, even if they have been adequately tested in a print version.

- The interpretation provided as a result of the scoring of the instrument may not be as complete or effective as that derived from print materials and may be provided in isolation without consideration of other test data.

- There may be no opportunity for interpretation of the results of the instrument by a counselor; therefore, the user cannot ask questions or have the results of the assessment considered in combination with personal data.

- The assessment may not lead to increased self-understanding, identification of a list of feasible occupations, or referral to other types of assessment that could provide additional self-information.

Presumably, the reasons for using assessment inventories delivered via a no-charge website include the following:

- lack of money to purchase print materials or lease software from test publishers to accomplish the same purpose.

- desire for individuals to be able to take such instruments in interactive mode from home or a public location such as a library or one-stop center.

If these or other compelling reasons result in administration of assessment inventories via a free website, the counselor has an ethical obligation to do the following:

- become knowledgeable about the quality of the instrument, including the qualifications of its author(s), the research behind the instrument, its basic characteristics (reliability, validity, lack of gender bias for Internet administration), whether its results are norm-referenced or not, samples used in testing the instrument, and theoretical base, if any.

- apprise the examinees, in terms appropriate to their understanding, of the results of the investigation of the quality of the instrument.

- offer support for interpretation and/or application of results by personal interview, group discussion, or, at a minimum, by e-mail interchange or telephone conversation, so that the results have personal meaning for career choice or can be minimized if they do not appear consistent with other data about the individual.

Database Searching

In a search of databases the needs of career explorers and the genius of the computer maximally meet. As a basic tenet of decision-making theory is that multiple options must be identified in order to make a "good" decision, career decision makers need to identify multiple occupations, programs of study, schools, financial aid sources, or jobs in order to choose a next action step in the career planning process.

In order for decision makers to identify potentially feasible alternatives, they need to specify characteristics which they perceive as satisfying. With occupations, as an example, such characteristics may include types of work tasks, required educational levels, desired salary range, employment outlook, or general content of work. With schools, as another example, they may include location, type, cost, length of training, and program of study.

The types of databases that are accessible on the Internet and critical to Steps 3 and 6 of the career planning process include occupations, schools, sources of financial aid, and jobs. As with all computer-based search engines, it is crucial on the Internet that the decider be able to select characteristics from those available and/or specify key search words that will identify feasible and potentially satisfying options. The following example illustrates the importance of selection of appropriate search logic.

Accessing the *Occupational Outlook Handbook* (http://stats.bls.gov:80/ocohome.htm) a search for occupations by the key word "Counsel" produced a list of 22 occupations, including financial counselor and mental health counselor. Changing the keyword phrase to "Counsel and not Financial and not Religious" produced a list of seven occupations much more akin to the kinds of occupations desired.

From experimenting with various kinds of searches several conclusions can be drawn:

1. An overwhelming amount of information is available, and it is both difficult and time-consuming for individuals to sort through the mass of information to find that which meets a specific career planning or information need.

2. There can be vast differences in the list of sources identified, depending upon the search engine used, the search words entered, and the logic available in a specific search engine.

3. As the experience of searching can seem disjointed, it would be much more effective if a counselor or career facilitator would do advance screening and guide a user to specific sites which have high value.

4. At this time a user has no way to determine which sites have high-quality data, how they were developed or by whom, or even when the data were last updated -- unless websites are included on an "umbrella" site which is exercising a monitoring role.

Given that the computer's capability to search databases far exceeds that of the human mind, it is a smart move for the counselor or career development facilitator to assign use of specific websites to clients or students at key times in the career decision-making process.

Counselors or career development facilitators have the following responsibilities:

- to be knowledgeable about the assigned websites, including qualifications of those who collect and maintain the data and the comprehensiveness of the list of options in the file (i.e., does the list adequately represent all options?).
- to inform the user about the reliability of the source of the options and of the percentages of total options included.
- to assist the user to determine the search logic to be used in order to identify the most useful list.
- to inform the user where and how additional options might be identified.
- to review the identified list of options with the user in order to help him or her to assess the quality and the priority of options.

Collecting Information

The career decision maker's application of Ecclesiastes 11 is "There is a time to broaden options and a time to narrow options." The role of search strategies in the decision-making process is to identify multiple feasible options for choice of occupation, major, school, financial aid, or job. Enlarging the number of alternatives may increase the potential for reaching a more satisfying decision. At some point, however, a decider must trim the list of potential alternatives, keeping and prioritizing those most likely to meet specified criteria and discarding those less likely to do so. This process is typically accomplished by acquiring detailed information about each alternative so that when parallel data are compared across alternatives, some "valuing" of these alternatives can occur.

Internet websites offer valuable databases that can assist in the information-gathering and valuing stages of the decision-making process. Website descriptions, in turn, may

be hot-linked to other sites that provide more information. For example, a site that gives a description of occupations may link from the description of a specific occupation to the website of a professional or trade organization that provides additional relevant information. Similarly, a database of descriptions of colleges may link from the description of a specific school to its website, which may offer information about majors, a campus map and tour, an opportunity to send an inquiry by e-mail, and an opportunity to download and complete an admissions application.

When referring a client or student to Internet databases, the counselor or career development facilitator has the following ethical responsibilities:

- to be knowledgeable about the website, including the qualifications of its developer; the quality, accuracy, and timeliness of the data; and the frequency of its update.
- to inform the referred person of its strengths and weaknesses.
- to suggest other sources of data about the same option in print materials, databases in computer-based career planning and information systems, and/or personal contacts.
- to offer to assist the decision maker to review and evaluate data.

Communication with Others

Communicating with others is very important in the career decision-making process, both for expanding information and for receiving career planning assistance. Examples of such communication, possible via e-mail on the Internet, include the dialoguing of

- prospective students with alumni at a given school.
- persons considering a specific occupation with one or more persons in that occupation or with a professional association, trade union, or licensing/certification body.
- prospective students with professors or teachers in a given specialty about courses and requirements.
- prospective employees with current employees of an organization or with the human resources development office.
- clients with a career counselor who aids them through the planning process.

- prospective applicants with donors of specific financial aids.

- persons who are coping with a specific task in the career planning process with others who are dealing with the same task.

Counselors and career development facilitators who recommend or are active in setting up such interchange via the Internet have the following responsibilities:

- to know that the person or organization with which the connection is made has quality and a motivation to be supportive, keeping the decider's best interest in mind.

- to offer to provide -- or suggest another qualified counselor to provide -- face-to-face counseling should this be desired or needed.

- to inform the web user that the confidentiality of e-mail interchange is not assured.

Weaknesses and Strengths of Internet Capabilities

The primary strengths of use of the described capabilities of Internet websites are the following:

- The services described in this chapter are currently free of charge.

- The services can be accessed by individuals at home, in school, at work, and/or in public facilities such as libraries and one-stop centers.

- The websites offer a plethora of capabilities, with extensive databases, options, and cross-links.

The primary weaknesses of use of the described capabilities of the Internet are the following:

- Ethical guidelines regarding the quality and use of websites are emerging, but they are not yet complete, well known, or enforced. Thus the quality of websites is not consistent and ranges from very poor to excellent.

- There is currently no organized way to assure that individuals who seek assistance and information via the Internet will have professional support or follow-through if needed or desired.

- The services on the Internet represent unconnected pieces of a total career planning support system; thus whatever organization may be given to the process must be done by a counselor or a computer-based career planning system which integrates Internet-provided capabilities within its own system.

- Many individuals who need information for career planning still do not have access to the hardware and/or knowledge about how to use the Internet.

- Since most services described in Chapter 2 are free of charge, their maintenance is in jeopardy unless they are financed by public funds or unless their providers choose to charge for service.

The counselor or career development facilitator faces the challenge of helping individuals to take advantage of the best capabilities of career planning websites while at the same time guarding the user against their weaknesses.

Summary

This chapter describes four specific ways in which Internet websites can be used to aid career counseling—assessment, database searches, information-gathering, and communication. In each case, website capabilities, and counselor/career development facilitator involvement are detailed. Chapter 2 identifies and describes specific websites which fit into these four categories. Chapter 3 expands upon potential problems and ethical concerns involving use of websites. Chapter 4 addresses the use of websites in conjunction with different methods of delivery of career planning services.

CHAPTER II

Sample Websites

Margaret Riley Dikel

Chapter 1 categorized websites into four categories – assessment, database searching, career information, and communication – and related these categories to the career planning process. This chapter provides URL addresses and short descriptions for many websites, organized by these same categories.

In selecting these websites the author applied the following criteria:

1. All or most of the information provided is without charge. In instances where a charge is made for searching a database, this fact is noted.
2. Developers of the site have a positive reputation for their knowledge in the particular area which the website addresses.
3. Navigation on the site is user-friendly even for Internet novices.
4. The service has been available for a year or more, providing some assurance of stability.
5. A date is included on the site so that it is easy to determine when it was last updated. Further, the site offers a way to communicate with its developers.
6. The site may be used without a graphical interface, if needed or desired.
7. The site is functional with other versions of browsers at the level of Netscape 3.01 and Internet Explorer 3.0.

ASSESSMENT

Interest Inventories

Career Interests Game
http://www.missouri.edu/~cppcwww/holland.shtml

This game is designed to assess the user's interests and skills and match them with possible occupations. The University of Missouri-Columbia has created a separate web page for each of the six different Holland groups: Realistic, Artistic, Investigative, Social, Enterprising, and Conventional. Each page includes a list of questions about things the user can do and likes to do, as well as hobbies. It gives the full Holland code for each and links to more information. This is a simple way to begin explorations and discussions.

Find Your Career: US News
http://www.usnews.com/usnews/edu/beyond/bccguide.htm

US News has produced one of the most extensive career guides on the Web. Special features include expert advice on occupations in the greatest demand now and in the future and links to other sources of career information. It is possible to take the *Campbell Interest and Skill Survey* (CISS) and receive a printed evaluation for a small fee. Occupational descriptions are linked to more information available from the *Occupational Outlook Handbook (OOH)*. The database can be searched by major occupational category combined with educational requirements.

Student's Center.com's About Work
http://www.aboutwork.com

This site is a combination of jobs, job search advice, and career information intended to be fun as well as useful. The career information comes from a series of weekly articles exploring hot jobs like Feng Shui consultant, bar owner, and time management expert. Several online tests are available to allow a user to explore his or her interests.

Abilities / Skill Inventories

University of Waterloo Career Services Career Development Manual
http://www.adm.uwaterloo.ca/infocecs/crc/manual-home.html

This is a six-step process for career/life-planning success. The first step is self-assessment, and the other five go through the job search process, even suggesting which job offer to accept. The forms allow a user to make notes and answer questions by printing a copy of the pages. The Self-Assessment module includes Personality & Attitudes, Skills and Achievements, Knowledge and Learning Style, Values, Interests, Entrepreneurism, and Your Personal Career Profile.

Values Inventories

Career Planning Process
Pam Allen and Ellen Nagy, Bowling Green State University
http://www.cba.bgsu.edu/class/webclass/nagye/career/process.html

This Career Planning/Competency Model encourages individuals to explore and gather information that enables them to synthesize, gain competencies, make decisions, set goals, and take action. The user progresses through modules exploring Self-Evaluations, Academic/Career Options, Relevant/Practical Experience, Job Search/Graduate

School Preparation, and Career Change. Each module includes (a) exercises, (b) competencies that will be gained by going through the process and a definition of competencies, and (c) strategies for gaining the needed competencies. The Self-Evaluation module is a values inventory, asking the user to rate the importance of each item.

Personality Inventories

Keirsey Temperament Web Site
http://www.keirsey.com/

This is the official website for a personality test based on the *Myers-Briggs Temperament Indicator (MBTI)*. The *Keirsey Temperament Sorter* is a personality test designed to help individuals understand themselves and those around them, allowing them to make better decisions based on what they know. There are two tests available, the *Temperament Sorter* and the *Character Sorter*, both of which will give an MBTI classification based on answers. Brief profiles for each temperament are provided, along with other useful articles on personality types. Some materials are written in languages other than English.

Personality and IQ Tests
http://www.davideck.com/

This site has links to many IQ, personality, and other tests online. Some are useful, others are rather playful, still others are very questionable, but all return the results of the test automatically. A counselor should go through all of the tests to see which might interest clients.

The Platinum Rule- Personality Style Quiz
http://www.platinumrule.com/

The *Platinum Rule* is intended to improve one's compatibility with others and to foster self-understanding. What is the platinum rule? Do unto others as they want you to do unto them! These tests are based on the book by Tony Alessandra, a marketing strategist and applied behavioral scientist who has categorized people into four behavioral patterns: Socializer, Relater, Thinker, and Director. One can take the test to discover personal behavioral type or to try to find the type of a friend or colleague.

Sources for More Tests

Student Center.com's About Work
http://www.aboutwork.com

This site is a combination of jobs, job search advice, and career information intended to be fun as well as useful. The career information comes from a series of weekly articles exploring hot jobs like Feng Shui consultant, bar owner, and time management expert. Several online tests are available which allow a user to explore his or her interests.

SEARCHING DATABASES

Occupations

Occupational Outlook Handbook
http://stats.bls.gov:80/ocohome.htm

This is the full content of the *Occupational Outlook Handbook* (OOH) as published by the U.S. Bureau of Labor Statistics. This free version can be browsed by occupational category or searched using keywords. The OOH includes information on over 200 of the most popular occupations in the United States, including general wages and compensation, training requirements, and typical work. This site also includes employment projections and other articles on topics such as evaluating a job offer.

Careers OnLine Virtual Careers Show
http://www.careersonline.com.au/show/menu.html

This directory contains over 1,000 job and occupational descriptions from the U.S. Bureau of Labor Statistics and the Australian Department of Education, Employment, Training, and Youth Affairs. The user can review jobs by exploring the 12 interest categories, reviewing the Mega Job List in which all job descriptions are listed alphabetically, or searching by keywords describing skills or job areas of interest.

Careers, Not Just Jobs, The Wall Street Journal Interactive
http://careers.wsj.com

This free career service updates daily and offers articles and information from the *Wall Street Journal* and the *National Business Employment Weekly* (NBEW). One can search for jobs from featured employers; review the employer's profiles; review articles on work, career, and life issues from Hal Lancaster and others; review articles on job search advice; or ask questions of chief editor Tony Lee, formerly chief editor of the NBEW. One feature of this site is the inclusion of all occupational profile articles published in the past year by the NBEW, including salary charts. This site can be used by individuals of all ages and stages of the career decision-making process.

Princeton Review Online's Career Find-O-Rama
http://www.review.com/career/find/index.cfm

This extensive database of occupational profiles is searchable by titles rather than keywords, so the user must decide which occupations to select. The profile begins with a description of a typical day in the occupation, discusses the training and educational requirements, lists some related occupations, gives some history and future trends, and finally examines the quality of life possible in this occupation. The site also provides a list of professional reading sources, major employers, professionals in the field, major related associations, and books/TV shows/movies featuring this occupation. This last feature could be useful for younger people exploring occupations as well as others wanting contact information.

America's Career InfoNet
http://www.acinet.org

This service sponsored by the U.S. Employment and Training Administration provides information on hundreds of occupations. The Occupational Profiles offer a search by industry to identify occupations and a search by occupations to identify industries. The site offers national, and in some cases local, information on the job market, including average wages for specific occupations. The Geographic Profile gives the basic demographics for any state. The Resource Library allows users to connect to additional online resources. This site is also accessible through America's Job Bank (http://www.ajb.dni.us) and may become more integrated into this job site in 1998.

Find Your Career: US News
http://www4.usnews.com/usnews/edu/beyond/bcguide.htm

US News has produced one of the most extensive career guides on the Web. Special features include expert advice on occupations in the greatest demand now and in the future and links to other sources of career information. It is possible to take the Campbell Interest and Skill Survey and receive a printed evaluation for a small fee. Occupational descriptions are linked to more information available from the *Occupational Outlook Handbook* (OOH). The database can be searched by major occupational category combined with educational requirements.

Education and Training Opportunities

Peterson's Education Center
http://www.petersons.com/

Peterson's, the well-known publisher of guides to colleges, has taken this information online. This web site is a resource for information on K-12 schools, undergraduate and graduate programs, summer work, continuing education, and vocational/technical programs. Additional information guides explore funding, executive education programs, distance learning opportunities, and other special programs. Catalogs can be searched by keywords to review programs, select a region or religious affiliation, or focus on 2-year or 4-year programs. Electronic applications are available for several colleges and universities subscribing to this service.

CollegeNET
http://www.collegenet.com/

CollegeNET provides a search for programs at 4-year colleges, community and technical colleges, schools in Canada or New Zealand, and some professional schools. The search engine for the U.S. 4-year programs is very powerful, asking for a choice of location and then offering to search by enrollment, tuition, name, majors, type of school, and intercollegiate sports. Other search engines are not as extensive. There is a fee for the scholarship search.

Go College
http://www.gocollege.com/

Like CollegeNET and Princeton, this site is a searchable guide to colleges and includes information on scholarships. However, it also offers practice tests online for the Scholastic Aptitude Test (SAT) and ACT Assessment (ACT) college entrance examinations for small fee along with a schedule for tests, links to high schools and Greek society homepages, and chat rooms to speak with other college students, college-bound students, or parents. An interesting feature of the college search is the ability to input SAT and ACT scores and class rank as search variables. All users must register to use this site, and, while some options are free of charge, others have a small fee attached to them.

Yahoo - Higher Education
http://www.yahoo.com/education/higher_education/

Like many other sections of this virtual library, Yahoo's collection of links to information on higher education is extensive. This directory offers linkage to topics such as College Entrance, Colleges and Universities, Community Colleges, Distance Learning, Graduate Education, Guidance, and Seminaries. The primary list is organized by country, but within each an alphabetical list of institutions and categorical breakdowns is offered. The community colleges are also organized by country with a further breakdown by state (for the U.S. list) and province (for the Canadian list).

Financial Aid

US News and World Report Financial Resources on the Web
http://www4.usnews.com/usnews/edu/dollars/ff_web.htm

This respected publication has collected a long list of sources for searching the Internet for financial aid sources. The site includes articles on finding financial aid from the Department of Education as well as private sources, a list of scholarship search sites along with information on avoiding scholarship fraud, places to look for loans, and interactive worksheets and forms to help calculate costs or compare payback plans.

Internship Opportunities

Summer Work and Internships from the Catapult
http://www.jobweb.org/catapult/jintern.htm

The Catapult's directory of internship resources includes links to searchable directories, a few specific organizations, and their own directory of job and employer listings.

Intern-NET
http://www.vicon.net/~internnet/

Intern-NET provides helpful information and links to other resources for potential interns. The site offers the opportunity to search for an internship by geographic location or by category, as well as to review the resources in the Intern-NET Library. The site is authored by very knowledgeable and experienced persons in this field.

Use of Major Job Banks

Major job banks can also be used to find internship opportunities by using search words such as "intern" or "internship." Specialized sites such as CareerMosaic's College Connection are also sources for internship postings and information.

Use of Search Engines

In addition to these specific sites, search engines like AltaVista (www.altavista.digital.com) and Lycos (www.lycos.com) can be used to search for opportunities and programs. Words to use in a search include "apprentice programs," "apprenticeships," and "internships," as well as the names of specific employers.

Job Openings

America's Job Bank
http://www.ajb.dni.us

America's Job Bank (AJB) is a joint effort of the 2,000 offices of the State Employment Service. The job database may be searched by browsing the menu of occupations, using keywords, or searching by various occupational codes, including military specialty codes which match skills to jobs in the non-military marketplace. Additional job resources in AJB include links to the individual job banks for all 50 states plus Guam and the District of Columbia and a new Job Resource Library to connect users to additional resources beyond this database. Besides job information, AJB features America's Career InfoNet, the new career information center from the U.S. Department of Labor. Future enhancements have been announced, including the full integration of America's Talent Bank into AJB to allow users to build and forward resumes to prospective employers from this site.

CareerMosaic
http://www.careermosaic.com

CareerMosaic, a service of Bernard Hodes, is one of the original recruiting sites on the Internet and one of the largest. Job seekers are offered free job searches, a free resume database, employer profiles, and extensive career and job search information. Job listings can be searched by keyword, by interest or affiliation, or by company; each method provides a listing of job openings. CareerMosaic also provides a separate searchable database of jobs posted on Usenet newsgroups, a service that is very helpful to those without access to this network. Alliances with organizations have made it possible to include several industry-specific and international databases on this website.

CareerPath.com
http://www.careerpath.com

This service includes job advertisements placed in several newspapers across the United States, a resume database, employer profiles, and career information. Started as an electronic database of help wanted ads from several major newspapers, this site has expanded to include more than 50 newspapers from all over the U.S. The job database is searchable by keywords, categories, and/or specific newspapers. Ads from the two most recent Sunday papers as well as today's classifieds are available. Registration is required for some extra options, but this is a free service, guaranteed to be confidential.

NationJob Online Job Database
http://www.nationjob.com

NationJob offers a comprehensive job search capability. The site offers a collection of job openings, company information, and a variety of ways to identify a specific kind of job. Many pages are devoted to industry and occupational specialties, employee special feature pages, and lists of employers by community. The job search is completed by making optimal choices, including occupational area, geographic region, level of education, and salary range. Additional information may be requested; the form is easy to use and offers numerous choices for self-employment and volunteer opportunities.

Online Career Center
http://www.occ.com

The Online Career Center (OCC) is one of the original sites developed for job searching. This enormous database of job listings can be searched by keywords, time period of posting, and by categories. These categories include OCC's international databases, city/state or industry breakdown, contract employment opportunities, or popular categories such as engineering, human resources, military, government, or college. An alphabetical index of all employers featured on this site is also available, as is a similar list of search firms posting here. This service offers a resume bank where one can post a resume at no cost via e-mail, and only those employers who subscribe to their service can search this database. Other information provided by this site includes articles on career planning, job search, immigration, and diversity.

CAREER INFORMATION

Occupational Information

Most of the websites listed in this section provide information on salaries, typical duties, and trends.

Compensation and Benefits Reports, Abbott, Langer & Associates
http://www.abbott-langer.com

This site provides information taken from the salary survey reports produced by Abbott, Langer & Associates. The reports contain salary ranges for hundreds of occupations, as well as average salaries by geographic area, length of experience, and level of education. This information can be accessed by selecting "Free Summary Data." Full reports can be purchased from Abbott, Langer & Associates.

Labor Market Information State by State
http://www.dbm.com/jobguide/trends.html#gov

Labor Market Information (LMI) includes statistics on employment, wages, industries, and other factors affecting the world of work. These data provide links to LMI sources in individual states. In general, these reports are written by economists and may not be easy for general users to comprehend. Counselors might want to review them and extrapolate the useful facts for their clients.

Careers, Not Just Jobs
http://careers.wsj.com

Produced by Dow Jones & Company, Inc., this is a daily newsletter which includes articles by career columnists as well as information about who is hiring and about salaries and profiles. It also has a question-and-answer feature.

Occupational Outlook Handbook
http://stats.bls.gov/ocohome.htm

This site provides the nation's most popular printed source of occupational information on the Internet. Occupational descriptions include basic information on growth and decline, income level, training requirements, and typical duties. It is important to note that the information that the U.S. Bureau of Labor Statistics provides through this guide is averaged; therefore, the specific trends and wages in a region may be different from the national figures reported.

Career and Educational Guidance Library: Career Exploration Links
http://www.uhs.berkeley.edu/CareerLibrary/links/careerme.htm

Prepared for individuals who are looking for direction, planning a career, or thinking about graduate school, this site has a database of over 700 links to find career information and graduate school/educational options.

The Black Collegian
http://www.black-collegian.com/index.html

The website provided by this publication for African Americans includes extensive career information. Articles and interviews profile many occupational areas, and industry surveys are a regular feature of the magazine. The site also includes guides to graduate and professional education and fellowships.

JobSmart Career Information
http://jobsmart.org/tools/career/

Developed for use in California, this site begins with a short discussion on why people need career information and then leads the user through general career information and sources, articles on specific careers, career guides in the local public library plus some software programs, and a list of career centers in California.

Find Your Career: US News
http://www4.usnews.com/usnews/edu/beyond/bccguide.htm

US News has produced one of the most extensive career guides on the Web. Special features include expert advice on occupations in the greatest demand now and in the future and links to other sources of career information. It is possible to take the *Campbell Interest and Skill Survey* (CISS) and receive a printed evaluation for a small fee. Occupational descriptions are linked to more information available from the *Occupational Outlook Handbook* (OOH). The database can be searched by major category combined with educational requirements.

Student Center.com's About Work
http://www.aboutwork.com

This site is a combination of jobs, job search advice, and career information intended to be fun as well as useful. The career information comes from a series of weekly articles exploring hot jobs like Feng Shui consultant, bar owner, and time management expert. Several online tests are available to allow a user to explore his or her interests.

Catapult Career Planning Information
http://www.jobweb.org/catapult/career_info.htm

Part of the site developed by the National Association of Colleges and Employers (NACE), Job Web is a library of sources for job search, career information, and online journals and reference materials. While established for the career counselor or career development facilitator, many of the lists are easy for end-users to navigate.

Education and Training Information

United States Universities & Community Colleges
http://www.utexas.edu/world/univ/

This is a list of links to university and community college webservers in the United States. Only one server is listed for each campus, usually the primary central server. Maintained by the University of Texas at Austin Web Central, the list is divided by universities and community colleges. Each of these lists is organized both by state and alphabetical order. This site offers direct access to the home pages of thousands of schools.

Career and Educational Guidance Library: Career Exploration Links
http://www.uhs.berkeley.edu/CareerLibrary/links/careerme.htm

Assembled and maintained by the Career & Educational Guidance Library at the University of California at Berkeley, this extensive site links the user to resources for a variety of occupational and educational preparation programs. One can review the collection of links for career information and for information about graduate school/ and other educational options

Exploring Occupations: Getting You Started on Your Career Path!
http://www.umanitoba.ca/counselling/careers.html

Created by the Counseling Center at the University of Manitoba, this page is designed to provide occupational information in 41 areas to help students become aware of their potential career options. The links lead to descriptions of various occupations, some written by the career center staff, while others are documents found on association or organization web sites.

Major Resource Kits
http://www.udel.edu/CSC/mrk.html

These "kits" cover information for over 70 undergraduate programs as a tool for implementing a job search. Each Major Resource Kit includes information such as entry-level job titles that previous University of Delaware graduates in that program attained, brief job descriptions, major employers for that field, and listings of materials for conducting a job search. These can be used by those preparing to enter college as well as those who are in college, trying to select a major or preparing for their job search. Users who are out of college can use the association contacts and resource lists to extend their own searches. This list is continually expanding as the staff is able to write more kits.

Yahoo — Career and Vocational Education
http://www.yahoo.com/education/career_and_vocational/

For users who are not looking for colleges and universities, this section of the Yahoo library will link to information about career and employment planning, school-to-work programs, and schools offering specific training programs. There is also information for counselors about occupational standards and sources of information about vocational education.

US News and World Report's.edu
http://www.usnews.com/usnews/edu/home.htm

Starting with their popular college and graduate school rankings, *US News and World Report* has constructed an information source intended for those entering, continuing, or leaving college. The user can review the ranking of schools provided in the print publication. One can also find information about college selection and the completion of an application. Financial aid information on this site includes the capability to calculate the expected family contribution online. Beyond College includes graduate school rankings and admissions information as well as career information for those who have completed a graduate degree. The site includes the capability to access information about specific colleges.

The Job Corps
http://www.jobcorps.org/

Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. This page provides information about the 110 job training centers across the United States, the training provided through this program, and how to enroll. There are links to individual Job Corps Center homepages, apprenticeship information, and articles about Job Corps participants.

Financial Aid Information

The Student Guide to Financial Aid
http://www.ed.gov/prog_info/SFA/StudentGuide/

Developed by the U.S. Department of Education, this is a comprehensive resource on student financial aid. Grants, loans, and work-study are the three major forms of student financial aid available through the federal Student Financial Assistance Programs. Updated each award year, The Student Guide provides information about the programs and how to apply for them. This site introduces the full guide for the current year and also links to the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) service.

College Money Matters from Signet Bank
http://www.signet.com/collegemoney/

This site offers information for learning about funding a college education, including Signet's own loan services. Articles and features of this site include information on budgeting for college, managing money, and building a credit record. The site provides information on government loan options for parents and students as well as alternative funding options. The information on loan repayment includes consolida-

tion loans, a sample repayment chart and loan calculator, and information about loan default. Finally, it provides a dictionary of college financing terms and a directory of addresses and phone numbers for all of the state loan agencies.

FinAid: The Financial Aid Information Page
http://www.finaid.org/

This page provides a free, comprehensive, independent, and objective guide to student financial aid. Created by Mark Kantrowitz, author of the *Prentice Hall Guide to Scholarships and Fellowships for Math and Science Students*, the page is sponsored by the National Association of Student Financial Aid Administrators (NASFAA). Arranged into major categories, this site provides guidance through a maze of information, offers a communication link to counselors and others who could help with the process, and identifies sources of financial aid. In addition, several financial aid calculators and the Cash for College and Timely Information for Parents and Students (TIPS) pamphlets published by NASFAA are provided.

Military Information

Military Career Guide Online, U.S. Government Defense Manpower Data Center (DMDC)
http://www.militarycareers.com/

This is a comprehensive source of information about careers in the U.S. Armed Services. Opportunities for enlisted personnel and officers are described. Occupational descriptions are provided as well as links and phone numbers to use for requesting more information. All armed services are included.

U. S. Army	**http://www.army.mil**
U. S. Navy	**http://www.navyjobs.com/**
U. S. Air Force	**http://www.airforce.com/**
U. S. Marine Corps	**http://www.usmc.mil/wwwmcrc/mcrc.htm**
U. S. Coast Guard	**http://www.uscg.mil/jobs/**

These sites include information on enlistment incentives, reserve opportunities, qualifications for entry and training, and military occupational specialties. They also provide information on how to contact recruiters. In addition, the Air Force site permits users to experience a Flight Simulator by selecting the Supersonic Version.

Apprenticeships/Internships Information

The Bureau of Apprenticeship and Training (BAT)
http://www.doleta.gov/individ/apprent.htm

This division of the U. S. Department of Labor registers apprenticeship programs and apprentices in 23 states and assists and oversees State Apprenticeship Councils (SACs). Apprenticeship is a combination of on-the-job training (OJT) and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are sponsored by joint employer and labor groups, individual employers, and/or employer associations. This source offers information on who might be eligible for an apprenticeship, what occupations traditionally offer the program, and how to contact local agencies for assistance. Information is also provided for employers who want to establish an apprenticeship program.

COMMUNICATION

Career Counseling

At this time, interactive career counseling online has not moved into the mainstream of services offered by qualified organizations and individuals. A member of America Online can find online career counseling services through Help Wanted USA, but nothing of this type has been set up through the Internet. Sites that give information about how to contact qualified counselors are listed below.

National Career Development Association (NCDA)
http://ncda.org

NCDA is the national association for career providers with the mission to promote the career development of all people over the life span. NCDA's website includes links to online career, education, and employment resources. A list of "Frequently Asked Questions" about career counseling explains the role of a career counselor and what clients should expect from a counselor.

National Board for Certified Counselors, Inc. (NBCC)
http://www.nbcc.org

The National Board for Certified Counselors, Inc. (NBCC) is a nonprofit, independent organization that establishes and monitors a national counselor certification process. Counselors who meet the NBCC's requirements and obtain certification are required to maintain and renew certification through continuing education. One of the NBCC specialties is the National Career Counselor Certification (NCCC) for professional counselors with a career specialization. Through its subsidiary, the Center for Credentialing and Education (CCE), it offers the Career Development Facilitator (CDF) credential for career providers with less than graduate-level training. Through its certification programs, NBCC provides a national standard in the counseling profession that can be used as a measure of professionalism. The NBCC website includes information on the code of ethics for nationally certified counselors, specialty certifications, and the

CounselorFind service. NBCC maintains a computer-based directory of National Certified Counselors and will take requests by e-mail or phone from individuals requesting a list of counselors in their geographic region.

Jewish Vocational and Career Counseling Service
http://www.jvsnj.org/affiliates.html

An organization with 26 affiliates throughout North America and in Israel, Jewish Vocational Service (JVS) is a comprehensive vocational, educational, and technical training agency, providing a broad range of services on a nonsectarian basis to employers, institutions, industry, and the general public. Many of the JVS affiliates work closely with their local, state, and Federal governments and programs to provide better services to all. From this page provided by JVS of MetroWest New Jersey, you can locate the addresses and phone numbers for all of the affiliates.

Applications for Admisssion to Higher Education Institutions

CollegeNet, *Go College*, and *Peterson's* offer online applications for colleges. These sites were reviewed in the *Career Information: Education and Training Information* section of this chapter.

E-mail Communication with Members of Occupational Groups

One of the best uses of the Internet is to connect with members of a field, industry, or occupation. Individuals can do this by locating mailing lists and Usenet newsgroups which focus on topics of interest to those with whom they want to connect. The following websites give you information on how to network online.

Guidelines for Networking Online

Using The Internet in Your Job Search: Internet Resources for the Real Job Search by Margaret Riley Dikel
http://www.dbm.com/jobguide/jobsrch.html

This guide offers ten reasons to use the Internet for a job search. It emphasizes knowing what to look for before going online and explains browsing, searching, and search engines. Information on electronic journals, Usenet newsgroups, and mailing lists is included. There is also a section called Netiquette, which details correct behavior on the Internet, and a section on managing time online.

Check out Newsgroups for Networking Options by Margaret Riley Dikel
Establish a Net Presence by Margaret Riley Dikel
http://careers.wsj.com Select Job Hunting Advice: Navigating the Internet

These two articles, written for the *National Business Employment Weekly*, examine the issue of using the Internet as a networking tool and a way to become established professionally.

Networking on the Network by Phil Agre
http://dlis.gseis.ucla.edu/people/pagre/network.html

Aimed at graduate students, this site explains the basic steps of networking, provides cautions on the use of electronic media, discusses the role of e-mail, and explains how electronic media can be used to build a professional identity. An appendix provides an annotated bibliography of books and articles on professional networking.

Mailing Lists and Usenet Newsgroups

The Liszt Mailing List Directory
http://www.liszt.com

This directory can be searched by keyword(s) or scanned by topic to find mailing lists which might provide networking and communication opportunities with others in a given field. The Main Directory includes 89,382 groups. Liszt Select is a stand alone directory of public lists.

Help with Using Online Networking Services

Introduction to the Internet: The Ways and Means of Navigating This Place
by Margaret Riley Dikel
http://www.dbm.com/jobguide/net-help.html

This article explains the World Wide Web, how to connect to it, and what web addresses mean. It also discusses reading Usenet Newsgroups and mailing lists. Additionally, it gives a list of tips for using the Web.

Discussion Lists: Mail List Manager Commands by Jim Milles
http://lawwww.cwru.edu/cwrulaw/faculty/milles/mailser.html

This document provides all the commands to subscribe, unsubscribe, and control your mailing list participation.

Chat Rooms or Support Groups

Many of the services described in this section offer chat rooms. The *Online Career Center* (http://www.occ.com) offers a Career Forum and a College Forum. *JobTrak* also

offers several career forums (http://www.jobtrak.com/forum/) in which anyone can participate.

Descriptions of Companies/Organizations

Hoovers Online
http://www.hoovers.com

An online version of the business almanac, this site is subtitled "The Ultimate Source for Company Information." In addition to the latest company news, the site includes features on cyberstocks, investor resources, career resources, and top employers. A custom search feature allows the user to search for companies by industry, location, annual sales, and company type.

Comfind
http://www.comfind.com

This item is subtitled "The Internet's Largest Global Business Directory." It allows the user to search by business category, product or service, and company name. There is also a menu option providing all the websites in a selected community.

Yahoo
http://www.yahoo.com

This is a library of Internet resources listing 14 search categories. It also includes people search, maps, classifieds, personals, e-mail, stock quotes, news, sports, and more. Metro and World Yahoo locations are available.

Summary

Websites can potentially assist individuals with career planning in four different ways:

1. Self-assessment instruments are available online to provide information about a person's interests, skills, abilities, values, intelligence, and personality.

2. Database searches, frequently without charge, are available on many websites. Many of these assist individuals to identify occupations for exploration. Others provide searches through databases of educational institutions, scholarships, financial aid opportunities, and job openings. These are searchable by keywords, titles, industry, geographic location, and other characteristics related to a given database.

3. Other websites offer extensive information about occupations, schools, and other opportunities identified through the searches. These websites provide linkages to many different sources of information, including government agencies, professional associations, newspapers, and trade journals.

4. In the area of communication, websites offer the opportunity for networking, acquiring mailing lists, joining chat rooms and support groups, posting resumes for job placement, and connecting with national professional organizations.

CHAPTER III

Potential Problems and Ethical Concerns

James P. Sampson, Jr.

Before discussing ethical issues, it is important to clarify the meaning of key terms used in this chapter. The Internet can be used by individuals to gain access to resources and services to support career choice. Internet-based career resources include self-assessment, database searches, information resources, and methods of communication with human resources. Self-assessment includes measures of interests and corresponding links to potentially appropriate occupations. Database searches include job banks that allow an individual to identify potential employers. Information resources would include labor market information on wages for different occupations. Supportive communication services include e-mail communication with a counselor for a client in a remote geographic location who is having difficulty in identifying appropriate job targets. Ethical issues and concerns described below apply to one or more of the services provided in these four categories.

Ethical Issues

The Internet dramatically increases the access individuals have to resources and services for career choice. The problem, however, is that the career resources and services provided on the Internet vary in quality and appropriateness for different users. A number of ethical issues have the potential to limit the benefits from using the Internet to support career choice. This chapter will include a discussion of the quality of resources and services offered on the Internet, individual readiness for Internet use, the availability of user support when needed, the credentials of resource and service providers, the lack of counselor awareness of local conditions and events, confidentiality and user privacy on the Internet, and the equality of access to Internet-based career resources and services.

Quality of Resources and Services Offered on the Internet

Assume that you want to buy a new pair of shoes. At the local shopping mall, numerous stores sell shoes. As you examine shoes in each store, it becomes obvious that the quality of shoes available ranges from marginal (or maybe even defective) to excellent. While the cost of each pair of shoes seems to be related to its quality, you notice that some shoes are expensive in relation to their quality, while other shoes appear to be an exceptional value. Some of the sales persons appear very knowledgeable, while others

appear to know little about the shoes they sell. The Internet functions in a similar manner. The quality of the resources and services available varies from marginal (or even invalid or incompetent) to excellent. Some resources and services offer good value for their cost, while others do not. The competencies of practitioners providing Internet-based supportive services vary from incompetent to exemplary. The problem is that it may be easier to spot a poorly manufactured shoe than to detect invalid resources delivered on the Internet.

Some assessments delivered on the Internet were originally designed to be used within the context of counseling or instruction where a practitioner is available to help interpret the results. Instruments are validated for a specific use or uses. If a valid instrument is used inappropriately in a different context, the results obtained may be invalid. Other assessments delivered on the Internet have never been validated to make certain that what they measure is what they say they measure. Individuals may make inappropriate decisions on the basis of an invalid interpretation of the results. Information resources can be invalid on the basis of poor research or poor delivery. The research used to create the information may have been flawed and inaccurate or biased. Sometimes individuals are more interested in presenting a predetermined point of view; and they seek information that supports their beliefs, resulting in biased information. This is a serious problem when the information reinforces gender, ethnicity, race, disability, or sexual orientation stereotypes or limits the opportunities of individuals on the basis of their characteristics. Even information that was based on valid research can be invalidated by poor delivery. Original source data are often summarized for clarity. Mistakes made in the summarization process result in invalid data delivery. Instructional media can also be compromised on the basis of invalid research, bias on the part of the developer, or mistakes in delivery.

Automated services are also based on information created from research. A job bank with out-of-date openings may discourage a user from using any job matching system (Internet-based or otherwise) and reduce the job seeker's motivation to continue seeking employment. Supportive services delivered by an incompetent practitioner may result in the client's making inappropriate choices of occupations or employers.

The problem is that it is often difficult to determine which resources and services are valid and which resources and services are not. Attractive graphics on a web site can give an impression of quality that does not really exist. Practitioners need to be aware of, and apply, ethical standards and software review standards that deal with the quality of resources and services. Career education and guidance programs delivered in schools, colleges, and organizations have a role in helping individuals learn how to evaluate the quality of Internet-based resources and services.

Individual Readiness for Internet Use

Individuals vary in terms of their readiness for decision making. An individual with high readiness for decision making is likely to make effective use of career resources and services. As a result, a high readiness individual is more likely to benefit from self-help resources that require minimal or no assistance from a practitioner. An individual, however, with low readiness for decision making is not likely to make good use of Internet-based self-help resources and services.

Individuals with low decision-making readiness may be more likely to have a higher level of anxiety about making decisions, vagueness and instability in their perceptions of self, and negative expectations of their capability to make an appropriate career choice. High levels of anxiety make it more difficult to think clearly about self-knowledge and occupational or employment options. Individuals who have self-perceptions that lack clarity tend to have more difficulty in responding to assessment items and in evaluating the potential appropriateness of an occupation based on a review of occupational information. The same problems tend to hold true for individuals who have self-perceptions that change from day to day. Individuals who do not perceive themselves as capable decision makers are less likely to access and use the career resources and services that are available. As a result, individuals with low readiness for decision-making are more likely to make inappropriate use of Internet-based self-help resources or are more likely to discontinue using resources and services because of their frustration over their lack of progress in making a career decision.

Another issue is related to the process of effective information use, which can be sequenced into the following six steps:

1. Recognize that a problem exists and that information is needed.
2. Select information to meet identified needs.
3. Decide how to use information to meet identified needs.
4. Use the information resource (or resources).
5. Evaluate whether needs have been met.
6. Seek help or other resources as needed until the problem is solved.

Some individuals are more ready than others to use information in making career choices. As a result, some individuals are more likely than others to experience problems in using the Internet to obtain self-help information. For example, individuals

may (a) be aware that they have a problem, but be unaware of their needs; (b) have unrealistic expectations of the capability of the Internet to solve their career problems; (c) be overwhelmed with the potential information available on the Internet; (d) have difficulty in selecting information that meets their needs; (e) be uncertain of how to make effective use of the information they obtain; (f) be uncertain of options for receiving assistance or obtaining other information resources that may be helpful ; and (g) have difficulty in understanding information because of the high reading level of text delivered on many web sites. The above problems suggest again that the use of Internet-based self-help resources is not appropriate for everyone.

Availability of User Support When Needed

As stated above, some individuals do not have the readiness to benefit from Internet-based self-help resources and services. This situation may or may not be a problem. If an individual with limited readiness uses the Internet within the context of a supportive career service, such as a career course, group counseling, or individual counseling, then opportunities exist to help the individual select, sequence, and use Internet-based resources and services. In this case, no ethical problem for use of the Internet exists. If, however, an individual with low readiness does not receive the needed support, then the individual is more likely to make inappropriate use of the Internet.

A basic ethical principle is to do no harm to an individual as a result of the action of the practitioner. Making ineffective use of career resources and services may result in an individual's becoming frustrated with career choice. This frustration may result in the individual's making a premature choice as a coping strategy to end a difficult decision-making process. Or, the individual may cope with his or her frustration by procrastinating in the use of career resources and services until external circumstances dictate a choice. Both of these instances may result in harm to the individual. In order to lessen the likelihood of these potential problems, practitioners using the Internet in delivering career resources and services need to take reasonable steps to ensure that Internet use is appropriate, considering the needs of the individual. A brief screening interview (or in some cases a more comprehensive screening using a readiness screening measure) is one option for helping to ensure that individual needs are congruent with Internet functioning. Practitioners may also be at risk of violating this ethical principle if they create and maintain Internet websites that fail to indicate the circumstances where problems may occur in self-help Internet use and that require the potential assistance of a practitioner.

Credentials of Resource and Service Providers

Currently, the credentials of individuals who are delivering career resources and services on the Internet tend to be either vague or not stated. Sometimes the degree of

the developer is identified, for example, Ph.D., but the degree field is not indicated. While a doctoral degree in chemistry is very relevant to conducting chemical research, a chemist with only these credentials would not be able to obtain licensure or certification as a counselor and may not have the skills required to deliver effective counseling services. Listing a degree without indicating the field of study is misleading at best and potentially fraudulent at worst. It is important to acknowledge that a small number of resource and service providers have clearly indicated their credentials. While credentialing provides no guarantee of eliminating incompetence or malpractice, it does reduce the chances that unqualified individuals are offering Internet-based resources and services to the public.

The skills required for the development of career resources and the delivery of career services share both similarities and differences. Both career resource and service tasks require an understanding of the content and process of career development. Developing career resources for an Internet web site may require skills in assessment or labor market analysis. Information within the website about the developer's training and experience in psychometrics related to test development or economics training and experience related to labor market information would be very appropriate. Delivering career services, such as e-mail or videoconference-based counseling, should indicate credentialing in counseling or a related field. This is especially important given the interconnectedness of career and mental health issues. One trend in professional standards for Internet delivery of human services is to require that the practitioner delivering services be appropriately credentialed for independent practice in at least one jurisdiction, such as licensure to practice in a state.

Lack of Practitioner Awareness of Local Conditions and Events

Distance counseling provides important opportunities to provide career services to individuals in geographically remote, currently underserved locations. A problem can occur, however, when a career practitioner is providing counseling while being unaware of how local economic conditions (such as supply and demand for workers in the local labor market) or awareness of recent events (such as a plant closing) potentially influence the career development of a client. Such a lack of awareness may limit practitioner credibility or result in inappropriate counseling interventions. Career practitioners need to prepare for counseling in a geographically remote location by becoming familiar with recent local conditions and events.

Confidentiality and User Privacy on the Internet

The potential for violations of confidentiality has existed for some time through inappropriate access to client records in print, audio, and video formats. Creating, storing, and retrieving client records on computers with Internet connections have

compounded confidentiality problems by increasing the potential for inappropriate access. Potential problems include unauthorized individuals gaining access to a career practitioner's computer where client records are stored and unauthorized individuals obtaining and using file transmissions of e-mail correspondence, client assessments, and case notes. Career practitioners need to remain aware of potential violations to confidentiality and become familiar with, and consistently use, appropriate security techniques (such as changing passwords frequently and encrypting data transmissions sent over the Internet).

Privacy may be compromised during videoconference-based, distance counseling if constant distraction -- or being overheard, observed, or manipulated by another individual during a session -- negatively impact the counseling process, for example, self-disclosure and confidentiality. A similar problem may inadvertently occur at public access points if appropriate auditory and physical privacy are not provided for clients. Career practitioners need to monitor client behavior during counseling to determine whether privacy has been violated and, if so, take appropriate steps to remedy the problem.

Equality of Access to Internet-Based Career Resources and Services

At present, access to the Internet is strongly influenced by socioeconomic status. More affluent individuals, with the Internet available at their place of work and residence, therefore have greater access to career resources and services necessary to cope with a more rapidly changing labor market. The concern is that limited Internet access will increase the income disparity between current well-educated, affluent groups and less educated, less-affluent groups in our society. While technological improvements are making Internet access easier and less expensive, these developments are occurring slowly. In the interim, career practitioners should support public access Internet sites (such as free access computer kiosks in shopping areas and computer work stations in public libraries) and advertise free Internet sites for accessing career resources and services.

Summary

Helping individuals make effective use of Internet-based career resources and services is an increasingly important role for career practitioners. The National Career Development Association (NCDA) and the National Board for Certified Counselors (NBCC) have adopted guidelines for the use of the Internet for provision of career information and planning services (Appendices A and B). Application of these guidelines increases the likelihood that clients will benefit from using Internet-based career resources and services.

An additional emerging role for career practitioners involves the creation and maintenance of Internet websites that deliver career resources and services. Many career centers are now establishing websites to augment and extend the resources and services they currently provide. The NCDA Internet guidelines can also be used to assist practitioners in designing and delivering web-based career resources and services. Given the rapid evolution of the Internet, it is important for career practitioners to keep up-to-date with subsequent editions of the NCDA Internet guidelines. Awareness of ethical issues -- such as resource and service quality, individual readiness for Internet use, the availability of needed user support, appropriate credentialing of resource and service providers, practitioner awareness of conditions and events in remote counseling locations, Internet confidentiality and user privacy, and equality of access to the Internet -- is the first step in ensuring that use of Internet-based career resources and services results in helping rather than harming the public.

CHAPTER IV

Models of Use of the Internet in Career Planning Services

JoAnn Harris-Bowlsbey

Four different types of career planning websites and their potential role in support of the career planning process have been described, and sample sites have been listed as examples. This chapter includes some possible models of use of websites with one-to-one counseling, group approaches, and computer-based career information and guidance systems. These are simply suggestions designed to trigger many creative models.

Prior to considering models it may be helpful to review what has been learned from 25 years of research on computer-based career planning and information systems, including the most cost-effective roles of the counselor and the computer in this process.

The best roles for the computer are as follows:

- to simulate interactive dialogue such as a counselor and client might have.
- to deliver a standard set of activities to all users while also delivering personalized messages based on preset combinations.
- to administer and interpret assessment inventories.
- to search large databases by multiple variables and different logic algorithms.
- to store, retrieve, and display information.
- to crosswalk files, that is, to make meaningful relationships among files about occupations, majors, schools, and financial aid opportunities.
- to provide structure and instruction for completion of forms.
- to play audio and display still or video images.

The most cost-effective roles of the counselor are to assist clients or students in the following ways:

- to assess the readiness of the individual for career planning and recommend appropriate interventions.
- to understand the interpretation of one or more assessment instruments, including their relevance for career decision-making and the more comprehensive picture which multiple assessments provide.
- to expand, focus, or transfer interests, abilities, and/or experience in order to identify a realistic list of occupational alternatives.
- to understand a broad definition of career, specifically the fact that career is a combination of interacting life roles in which the worker role is a very significant one.
- to define search characteristics which are likely to identify satisfying options.
- to evaluate and expand the data used to learn about occupations and training opportunities.
- to form criteria for valuing and prioritizing alternatives, resulting in choices.
- to create, implement, and update an action plan which moves toward identified career goals.
- to make difficult transitions when required with a minimum of personal disruption.
- to help integrate personal and family concerns with career planning as appropriate.

The models proposed strive to weave together the best roles of the Internet and the counselor in cost-effective ways.

One-to-One, Face-to-Face Counseling and the Internet

This model represents the most personal, potentially effective, high-cost model. In it the largest proportion of time and energy is spent by the client and the counselor in face-to-face interviews. The counselor assigns the use of specific websites as homework to be discussed in the counseling interviews. The flow goes something like this:

- The client or student comes to the counselor, stating a specific problem or need related to career choice or change.

- Once the counselor has a clear definition of the client's need, he or she selects and assigns activities which may provide additional insight or information. These activities may include print assessment instruments or on-line assessment via the Internet or computer-based systems, reading print materials in career centers or on Internet websites, doing searches on computer-based systems or Internet websites, or dialoguing with others who can provide information via face-to-face information interviews or e-mail interchanges.

- In a face-to-face interview the counselor helps the client to assimilate the assigned activities, which may involve test interpretation, review and valuing of a list of identified alternatives, review of information acquired, and/or development of the next step of a long-term career plan.

- This same interview-homework-interview sequence continues until the client's identified need is met.

Example of One-to-one, Face-to-face Counseling and the Internet

A college student makes an appointment with a counselor in the Office of Career Planning and Placement for the purpose of trying to decide about the choice of a college major. The counselor suggests that the student begin by doing some self-evaluation and assigns use of the Career Interests Game (http://www.missouri.edu/~cppcwww/holland.html) and the Keirsey Temperament website (http://www.Keirsey.com).

The student returns for a second appointment, with the printouts from these two websites. The counselor and the student discuss the printouts, which indicate that the student likely prefers Holland's Social Service Cluster and has a personality code of ENTJ. They discuss what these codes mean, and by use of appropriate manuals and the printout from the Career Interest Game, the counselor assists the student to identify a short list of highly feasible occupations. The counselor suggests use of the *Occupational Outlook Handbook* (http://stats.bls.gov:80/ocohome.htm) website and the *Careers OnLine Virtual Careers Show* (http://www.careersonline.com.au/show/menu.html) in order to collect information about these occupations.

The student returns to the counselor with information about several occupations. The counselor assists the student to develop some criteria for occupations to be considered in more detail. The counselor notes that the occupations identified by application of these criteria have a common theme of helping or teaching others. Using the occupational descriptions, they identify three majors in the Social Service cluster that relate quite directly to occupations on the favored list. The counselor suggests specific ways in which the student could learn more, including doing information interviews with at least two people in each of these occupations and talking with faculty members in the departments of the identified majors.

Technology-Enhanced Internet Exchange

In this newly emerging model a client may choose to interact with a counselor via e-mail, telephone, fax, and/or computer. The counselor may have been identified by the client from the former's website which clearly defines available service offered in compliance with NCDA's guidelines. In this model, the sequence may be as follows:

- The client contacts the counselor via e-mail, made possible by the latter's website. The counselor calls the client in order to discuss the latter's needs and expectations and the former's capabilities and guidelines. As a result of this conversation, the counselor may send a document which thoroughly explains his or her services, guidelines and limitations, and fees. The material may include a contract to be signed by both parties.

- The counselor dialogues with the client by e-mail in regard to the identified needs. The counselor may prescribe specific websites which may or may not be linked to his or her own website.

- The counselor may call the client (or vice versa) at specific intervals. The counselor's primary goals would be to move the process forward and to assess the client's progress. If the counselor ascertains that the client is not making satisfactory progress toward the goals specified in the contractual relationship, he or she has an obligation to refer the client to a qualified career counselor in the client's geographic location, or to terminate the relationship.

This type of relationship can be greatly aided by video conferencing, computers that provide pictures as well as the text or audio, or telephones that provide a visual image.

Example of Technology-Enhanced Internet Exchange

A certified career counselor who has a website which offers either face-to-face career counseling or career planning support via the Internet receives an e-mail from a 42-year-old man who indicates that he needs assistance. He has worked for two companies during his working life as an industrial engineer. He has learned that his company is soon to be merged with a larger one and that there will be a reduction in the engineering staff. The client has decided that he would like to make a job move soon rather than wait for this situation to unfold.

The counselor replies by e-mail that he is willing to provide some support for the job search and that he has attached a copy of his contract for services. He asks the client to send his phone number by e-mail if he is still interested in receiving service after reading the contract which includes the fees.

The client responds immediately by e-mail, and provides his phone number. The counselor calls him and has a conversation in which he determines that the client has adequately stated his career planning need and that he can profit from support via the Internet. During the same conversation he talks with the client about whether he wishes to identify other industrial engineer positions or whether he wishes to consider different kinds of occupations, some of which would require retraining. The client affirms that he simply wants to make a good job move to another industrial engineering position.

In subsequent e-mail interchange the counselor assists the client to identify several criteria to use for the job search. These include a radius in miles from his home that he is willing to drive, a salary range, the general type of fringe benefit package, the opportunity to get additional training at company expense, and the characteristics of the employing company. At this point the counselor asks the client to use three job-search websites, including America's Job Bank (http://www.ajb.dni.us), CareerMosaic (http://www.careermosaic.com), and NationJob Online Database (http://www.nationjob.com). By e-mail, the counselor suggests use of specific features on these websites and specific search keywords or characteristics. Further, he asks that the client fax the descriptions of positions, identified through these searches, that interest him most.

Through this process the client identifies five positions that appear to meet his criteria. The counselor asks that he fax a copy of his latest resume. Further, he asks the client to access some websites that provide instruction on resume-writing. Within two days the counselor faxes the client's resume back to him with some very specific suggestions about how to modify it to present the strongest statement possible of his skills related to the identified positions. Further, he suggests the keywords that should be added to the resume in order to make it most effective in the event that it is scanned into a searchable database. He then encourages the client to submit his resume to the five companies either in electronic or paper form, dependent on their request.

The counselor continues to communicate with the client, providing whatever kind of support is needed until the latter is hired by one of the five companies.

Group Approaches and the Internet

With normal career development tasks, research suggests that working with groups of individuals can have the same positive effects as working with individuals. At the high school level this approach might be called group guidance or career education. At the college level it might be called a workshop or curriculum approach. Clearly, a group approach reaches more individuals than the previous approaches and is thus less costly. The process might proceed as follows:

- Students are assigned to or choose to enroll in a class, workshop, or group. There is a defined curriculum or sequence of events designed to assist them through the present stage of career development and into the next. Use of specific websites is a part of the curriculum.

- Students are assigned the use of specific websites that are in keeping with the curriculum and their specific identified needs.

- Students may be asked to present their findings from use of those websites to the group and/or to discuss them, using printouts, individually with the leader.

- This process may be repeated multiple times during the workshop or course. Printouts from the Internet may be included in students' notebooks along with other materials in the course.

Example of Group Approaches and the Internet

A high school has a dual goal to teach sophomores something about the career planning process as well as to develop Internet skills. Thus students are taken out of classes in groups of 25 for four one-hour sessions in the computer lab. All machines in this lab have access to the Internet.

In the first session a counselor provides a brief overview of the meaning of work in our lives, how important making a good career choice is, and what the steps of the career planning process entail. The counselor asks students to access the University of Waterloo Career Services website (http://www.uwaterloo.ca/), and a lab assistant provides help to individual students who need it. The counselor directs students to use specific exercises on this website and to print out a personal career profile.

During the second session the counselor asks students to use the characteristics identified through last week's session to search for occupations by the entry of keywords. Since students may need assistance in thinking of keywords or putting together search strings that are related to the personal career profile results, two additional counselors help students during this session. Students are directed first to the *Occupational Outlook Handbook* (http://stats.bls.gov:80/ocohome.htm) and asked to use their identified keywords to search it for occupational titles. From this web search students identify a list of at least 10 occupations that relate to the keywords they have used. They record these titles on a worksheet which is provided for this purpose. They then use these same websites to find and print out occupational descriptions of these 10 or more occupations. They are asked to read these in preparation for the third session.

The third session is devoted to learning about various paths of training by which the students' identified occupations can be reached. Using the job descriptions printed out

in the third session and an instruction sheet which has been prepared by the counselor, students access websites relevant to their own choices, such as the following:

. apprenticeships - http://www.doleta.gov/individ/apprent.htm

. training via the military - http://www.militarycareers.com

. vocational-technical schools - http://www.yahoo.com/Education/Career_and_Vocational/

. four-year colleges - http://www.collegenet.com/ and http://www.gocollege.com/

The fourth session focuses on using the Internet to learn job-seeking skills, to look for job openings, and to learn how to write and post an electronic resume. The counselor directs students to Student Center.com About Work (http://www.aboutwork.com) and specifies items that the student should read. Next the students are introduced to America's Job Bank (http://www.ajb.dni.us) and to America's Talent Bank (http://www.ajb.dni.us/html/atb_home.html). The lab offers the opportunity to develop an electronic resume.

Computer-Based Career Planning and Information Systems and the Internet

Recent releases of computer-based career planning and information systems feature linkages from modules and activities included in the system to specific websites. These linkages include connections such as the following:

- websites of specific schools.
- websites of organizations or trade unions that can provide further information about occupations.
- websites that provide searches for financial aid sources and/or information.
- websites that provide information about internships, apprenticeships, and/or military programs.
- websites that provide searches through databases of job openings, some with the capability to post the user's resume.

The advantage of this general approach is that the Internet sites can be accessed in

conjunction with the material provided in the system and thus be folded into the career planning process which that system offers. After the user accesses and explores the website, he or she is returned to the place within the system from which the launch took place. In this way the best of the system itself and the best of the Internet can be combined to provide assistance on a given topic

Example of Computer-Based Career Planning and Information Systems and the Internet

A one-stop center serves transitioning adults through a well-equipped career center and well-trained career development facilitators. The career center includes various computer-based career planning systems, Internet access, and an array of print materials.

A young woman, re-entering the workforce after two years at home with a child, participates in an intake interview with a career development facilitator (CDF) who determines that use of one of the extensive computer-based career planning systems would be a good first suggestion for this client. Providing an overview of the entire system, the CDF indicates specific parts of the system for the client's use: assessment inventories of interests, abilities, and values. Later the client has an opportunity to discuss the meaning of these results with a certified career counselor who works at the center part-time and to discuss the list of occupations generated by these inventories.

At the next visit to the one-stop center the client uses the same computer-based career planning system to look at comprehensive descriptions of the most appealing occupations on the list. These descriptions contain web links which allow her to go to professional association websites which provide more in-depth information about specialties within the occupational group and specific training required for each. As a result of this experience, the client decides to pursue training in the field of dental technology.

The CDF suggests that the client use the state Career Information Delivery System (CIDS), also available in the center, in order to get information about the job market in her state, the salary range for people entering the field, and the nearby schools which offer training. Having done this, the client indicates that it will be difficult to spend this much time in classroom instruction, given the age of her child. The CDF then suggests that she access America's Learning Exchange website (http://www.alx.org/index.html) for the purpose of determining whether some of the course work could be taken via the Internet and be accepted for credit at the local community college. Based on this research and a visit to the local community college, the client determines that she can craft a combination of on-site training and Internet-delivered courses that will provide the training she needs to enter this field. With the CDF, she completes a written action

plan which will help her to take the appropriate steps to reach her goal in a timely manner.

Summary

The following chart summarizes the four models presented in this chapter in conjunction with the steps of the career planning process stated in Chapter 1. This chapter has defined the most cost-effective functions of counselors and computers (including Internet websites) in assisting individuals with career planning. The models are meant to be suggestive of possible modules that individual sites can create and implement to meet local needs and utilize the model's resources.

Steps	*Model 1* One-To-One Counseling	*Model 2* Technology Enhanced Internet Exchange	*Model 3* Group Approaches	*Model 4* Computer-Based Systems and Internet
1. Become aware of need to decide.	Counselor helps client define what needs to be decided.	Client contacts counselor via e-mail. Counselor calls to discuss needs and goals.	Students enroll in a course or workshop.	Client affirms need to decide in intake interview.
2. Learn about self.	Client takes assessment via Internet. Discusses results with counselor.	Client takes assessment via Internet. Discusses results with counselor via e-mail and/or phone.	Instructor assigns assessment via selected websites.	Counselor assigns assessment in computer-based career planning system.
3. Identify occupational alternatives.	Client uses Internet database search to find alternatives. Discusses them with counselor.	Client uses Internet database search to find alternatives. Discusses them with counselor.	Students use assigned websites to identify alternatives related to self-assessment.	Client uses self-assessment results to identify occupations by use of computer-based system.
4. Get information about identified alternatives.	Counselor prescribes specific Internet sites to get more information.	Counselor prescribes specific Internet sites to get more information.	Instructor prescribes specific Internet sites to get more information.	Computer-based system provides occupational information and links user to web sites to expand information.
5. Choose from among available alternatives.	Counselor assists client to evaluate list and prioritize it.	Counselor interacts with client via e-mail and/or phone to evaluate and prioritize list.	Instructor asks student to report on occupations in class. Provides activities to help students evaluate and prioritize.	Counselor assists client to evaluate and prioritize alternatives.
6. Implement alternative(s).	Counselor may assign school, financial aid, or job searches on the Internet. Assists client to make an action plan related to these.	Counselor may assign school, financial aid, or job searches on the Internet. Assists client to make an action plan related to these by e-mail and/or phone. May refer client to face-to-face counseling.	Instructor may assign school, financial aid, or job searches on the Internet. Assists students to make an action plan via a classroom activity. May follow through with interview.	Computer-based system is used by client to identify needed training and schools. System links user to home pages of schools and to job searches. Counselor may assist user to evaluate data acquired in these ways and make an action plan.

FIGURE 2: FOUR MODELS APPLIED TO STEPS OF THE CAREER PLANNING PROCESS

APPENDIX A

NCDA Guidelines for the Use of the Internet for the Provision of Career Information and Planning Services

Developed by members of the NCDA Ethics Committee:
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Approved by the NCDA Board of Directors - October 1997

Introduction

Based on readily-available capabilities at the time of this writing, the Internet could be used in four ways for the purpose of providing career counseling and/or career planning services to clients. These are:

1. To deliver information about occupations, including their descriptions, employment outlook, skills requirements, estimated salary, etc. through text, still images, graphics, and/or video. In this event, the standards for information development and presentation are the same as those for print materials and audiovisual materials as stated in NCDA's documents on these matters.

2. To provide online searches of occupational databases for the purpose of identifying feasible occupational alternatives. In this event, the standards developed by NCDA and the Association of Computer-based Systems for Career Information (ACSCI) apply.

3. To deliver interactive career counseling and career planning services. This use assumes that clients, either as individuals or as part of a group, have intentionally placed themselves in direct communication with a professional career counselor. Standards for use of the Internet for these purposes are addressed in this document.

4. To provide searches through large databases of job openings for the purpose of identifying those that the user may pursue. Guidelines for this application are included in this document.

APPENDIX A

Guidelines for Use of the Internet for Delivery of Career Counseling and Career Planning Services

"Career planning services" are differentiated from "career counseling" services. Career planning services include an active provision of information designed to help a client with a specific need, such as review of a resumé; assistance in networking strategies; identification of occupations based on interests, skills, or prior work experience; support in the job-seeking process; and assessment by means of online inventories of interest, abilities, and/or work-related values. Although "career counseling" may include the provision of the above services, the use of the term implies a deeper level of involvement with the client, based on the establishment of a professional counseling relationship and the potential for dealing with career development concerns well beyond those included in career planning.

Multiple means of online provision of career planning or career counseling services currently exist, the most common of which are e-mail, newsgroups, bulletin boards, chat rooms, and websites offering a wide variety of services. Telephone or audiovisual linkages supported by the Internet exist in their infancy, and will likely grow in potential as the technology improves and the costs decline

1. Qualifications of Developer or Provider

Websites and other services designed to assist clients with career planning should be developed with content input from professional career counselors. The service should clearly state the qualifications and credentials of the developers not only in the content area of professional career counseling, but also in the development of interactive online services.

2. Access and Understanding of Environment

The counselor has an obligation to be aware of free public access points to the Internet within the member's community, so that a lack of financial resources does not create a significant barrier to clients accessing counseling services or information, assessment or instructional resources over the Internet. The counselor has an obligation to be as aware as possible of local conditions, cultures, and events that may impact the client.

3. Content of Career Counseling and Planning Services on the Internet

The content of a website or other service offering career information or planning services should be reviewed for the appropriateness of content offered in this medium.

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Some kinds of content have been extensively tested for online delivery due to the long existence of computer-based career information and guidance systems. This includes searching of databases by relevant search variables; display of occupational information; development of a resumé; assessment of interests, abilities, and work-related values and linkage of these to occupational titles; instruction about occupational classification systems; relationship of school majors to occupational choices; and the completion of forms such as a financial needs assessment questionnaire or a job application.

When a website offers a service which has not previously been extensively tested (such as computer-based career guidance and information systems), this service should be carefully scrutinized to determine whether it lends itself to the Internet. The website should clearly state the kinds of client concerns that the counselor judges to be inappropriate for counseling over the Internet, or beyond the skills of the counselor.

4. Appropriateness of Client for Receipt of Services via the Internet

The counselor has an ethical and professional responsibility to assure that the client who is requesting service can profit from it in this mode. Appropriate screening includes the following:

a. A clear statement by clients of their career planning or career counseling needs.

b. An analysis by the counselor of whether meeting those needs via Internet exchange is appropriate **and** of whether this particular client can benefit from counseling services provided in this mode. A judgment about the latter should be made by means of a telephone or videophone teleconference designed to specify the client's expectations, how the client has sought to meet these through other modes, and whether or not the client appears to be able to process information through an Internet medium.

5. Appropriate Support to the Client

The counselor who is providing services to a client via the Internet has ethical responsibility for the following:

a. Periodic monitoring of the client's progress via telephone or videophone teleconference.

b. Identification by the counselor of a qualified career counselor in the client's geographic area should referral become necessary. If this is not possible, the web counselor using traditional referral sources to identify an appropriate practitioner, should assist the client in the selection of a counselor.

c. Appropriate discussion with the client about referral to face-to-face service should the counselor determine that little or no progress is being made toward the client's goals.

6. Clarity of Contract with the Client

The counselor should define several items in writing to the client in a document that can be downloaded from the Internet or faxed to the client. This document should include at least the following items:

a. The counselor's credentials in the field.

b. The agreed-upon goals of the career counseling or career planning Internet interchange.

c. The agreed-upon cost of the services and how this will be billed.

d. Where and how clients can report any counselor behavior which they consider to be unethical.

e. Statement about the degree of security of the Internet and confidentiality of data transmitted on the Internet and about any special conditions related to the client's personal information (such as potential transmission of client records to a supervisor for quality-control purposes, or the collection of data for research purposes).

f. A statement of the nature of client information electronically stored by the counselor, including the length of time that data will be maintained before being destroyed.

g. A statement about the need for privacy when the client is communicating with the counselor, e.g., that client communication with the counselor is not limited by having others observe or hear interactions between the counselor and client.

h. If the service includes career, educational, or employment information, the counselor is responsible for making the client aware of the typical circumstances where individuals need counseling support in order to effectively use the information.

7. Inclusion of Linkages to Other Websites

If a career information or counseling website includes links to other websites, the professional who creates this linkage is responsible for assuring that the services to which his or hers are linked also meet these guidelines.

8. Use of Assessment

If the career planning or career counseling service is to include online inventories or tests and their interpretation, the following conditions should apply:

a. The assessments must have been tested in computer delivery mode to assure that their psychometric properties are the same in this mode of delivery as in print form; or the client must be informed that they have not yet been tested in this same mode of delivery.

b. The counselor must abide by the same ethical guidelines as if he or she were administering and interpreting these same inventories or tests in face-to-face mode and/or in print form.

c. Every effort must be exerted to protect the confidentiality of the user's results.

d. If there is any evidence that the client does not understand the results, as evidenced by e-mail or telephone interchanges, the counselor must refer the client to a qualified career counselor in his or her geographic area.

e. The assessments must have been validated for self-help use if no counseling support is provided, or that appropriate counseling intervention is provided before and after completion of the assessment resource if the resource has not been validated for self-help use.

Professional and Ethical Guidelines Related to the Use of the Internet for Job Posting and Searching

1. The posting must represent a valid job opening for which those searching on the Internet have an opportunity to apply.

2. Job postings must be removed from the Internet database within 48 hours of the time that the announced position is filled.

3. Names, addresses, resumés, and other information that may be gained about individuals should not be used for any purposes other than provision of further information about job openings.

Unacceptable Counselor Behaviors on the Internet

1. Use of a false e-mail identity when interacting with clients and/or other profession-

als. When acting in a professional capacity on the Internet, a counselor has a duty to identify him/herself honestly.

2. Accepting a client who will not identify him/herself and be willing to arrange for phone conversation as well as online interchange.

3. "Sharking" or monitoring chat rooms and bulletin board services, and offering career planning and related services when no request has been made for services. This includes sending out mass unsolicited e-mails. Counselors may advertise their services but must do so observing proper "netiquette" and standards of professional conduct.

Need for Research and Review

Since the use of the Internet is new for the delivery of career planning and counseling services, it is mandatory that the career counseling profession gain experience with this medium and evaluate its effectiveness through targeted research. The capabilities of Internet delivery of services will expand rapidly as the use of sound and video becomes more feasible. These early guidelines will need constant monitoring and revision as research data become available and additional capabilities become cost-feasible.

APPENDIX B

Standards for the Ethical Practice of WebCounseling

National Board for Certified Counselors (NBCC)

The relative newness of the use of the Internet for service and product delivery leaves authors of standards at a loss when beginning to create ethical practices on the Internet. This document, like all codes of conduct, will change as information and circumstances not yet foreseen evolve. However, each version of this code of ethics is the current best standard of conduct passed by the NBCC Board of Directors. As with any code, and especially with a code such as this, created for an evolving field of work, NBCC and CCE welcome comments and ideas for further discussion and inclusion.

Further, the development of these WebCounseling standards has been guided by the following principles:

These standards are intended to address practices which are unique to WebCounseling and Web Counselors,

These standards are not to duplicate non-Internet-based standards adopted in other codes of ethics,

Recognizing that significant new technology emerges continuously, these standards should be reviewed frequently,

WebCounseling ethics cases should be reviewed in light of delivery systems existing at the moment rather than at the time the standards were adopted.

WebCounselors who are not National Certified Counselors may indicate at their WebSite their adherence to these standards, but may not publish these standards in their entirety without written permission of the National Board for Certified Counselors.

The **Practice of WebCounseling** shall be defined as "the practice of professional counseling and information delivery that occurs when clients(s) and counselor are in separate or remote locations and utilize electronic means to communicate over the Internet".

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APPENDIX B

In addition to following the NBCC Code of Ethics pertaining to the practice of professional counseling, WebCounselors shall:

1. review pertinent legal and ethical codes for possible violations emanating from the practice of Web Counseling and supervision.

   Liability insurance policies should also be reviewed to determine if the practice of WebCounseling is a covered activity. Local, state, provincial, and national statutes as well as the codes of professional membership organizations, professional certifying bodies and state or provincial licensing boards need to be reviewed. Also, as no definitive answers are know to questions pertaining to whether WebCounseling takes place in WebCounselor's location or the WebClient's location, WebCounselors should consider carefully local customs regarding age of consent and child abuse reporting.

2. inform WebClients of encryption methods being used to help insure the security of client/counselor/supervisor communications.

   Encryption methods should be used whenever possible. If encryption is not made available to clients, clients must be informed of the potential hazards of unsecured communication on the Internet. Hazards may include authorized or unauthorized monitoring of transmissions and/or records of WebCounseling sessions.

3. inform clients if, how and how long session data are being preserved.

   Session data may include WebCounselor/WebClient e-mail, test results, audio/video session recordings, session notes, and counselor/supervisor communications. The likelihood of electronic sessions being preserved is greater because of the ease and decreased costs involved in recording. Thus, its potential use in supervision, research and legal proceedings increases.

4. in situations where it is difficult to verify the identity of WebCounselor or WebClient, take steps to address impostor concerns, such as by using code words, numbers, or graphics.

5. when parent/guardian consent is required to provide WebCounseling to minors, verify the identity of the consenting person.

6. follow appropriate procedures regarding the release of information for sharing WebClient information with other electronic sources.

Because of the relative ease with which e-mail messages can be forwarded to formal and casual referral sources, WebCounselors must work to insure the confidentiality of the WebCounseling relationship.

7. carefully consider the extent of self disclosure presented to the WebClient and provide rationale for WebCounselor's level of disclosure.

   WebCounsleors may wish to ensure that, minimally, the WebClient has the same data available about his/her service provider as would be available if the counseling were to take place face to face (i.e., possibly ethnicity, gender, etc.). Compelling reasons for limiting disclosure should be presented. WebCounselors will remember to protect themselves from unscrupulous users of the Internet by limiting potentially harmful disclosures about self and family.

8. provide links to websites of all appropriate certification bodies and licensure boards to facilitate consumer protection.

9. contact NBCC/CCE or the WebClient's state or provincial licensing board to obtain the name of at least one Counselor-On-Call within the WebClient's geographical region.

   WebCounselors who have contacted an individual to determine his or her willingness to serve as a Counselor-On-Call (either in person, over the phone or via e-mail) should also ensure that the WebClient is provided with local crisis intervention hotline numbers, 911 and similar numbers in the event that the Counselor-On-Call is unavailable.

10. discuss with their WebClients procedures for contacting the WebCounselor when he or she is off-line.

    This means explaining exactly how often e-mail messages are to be checked by the WebCounselor.

11. mention at their websites those presenting problems they believe to be inappropriate for WebCounseling.

    While no conclusive research has been conducted to date, those topics might include: sexual abuse as a primary issue, violent relationships, eating disorders, and psychiatric disorders that involve distortions of reality.

12. explain to clients the possibility of technology failure.

    The WebCounselor (a) gives instructions to WebClients about calling if problems arise, (b) discusses the appropriateness of the client calling collect when the call might be originating from around the world, (c) mentions differences in time zones, and (d) talks about dealing with response delays in sending and receiving e-mail messages.

13. explain to clients how to cope with potential misunderstandings arising from the lack of visual cues from WebCounselor to WebClient.

    For example, suggesting the other person simply say, "Because I couldn't see your face or hear your tone of voice in your e-mail message, I'm not sure how to interpret that last message."

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